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ABSTRACT

Findings of a study that examined principals' leadership behaviors in implementing a systemic program for school reform and improvement are presented in this paper. The program, Reaching Success through Involvement (RSI), is an implementation strategy that involves comprehensive assessment and student leader participation. A survey was administered to 1,426 teachers from 30 schools participating in RSI to determine views of their principals' leadership. Findings confirmed the importance of the three factors of effective leadership that were identified in the literature: developing and maintaining structure, providing consideration, and developing an organizational culture. A new construct was also identified--personal challenge--which is the ability to empower others by creating opportunities for personal or professional growth. A conclusion is that administrators need to play a more active role in helping school community members find job satisfaction and meaning. Nine tables are included. The appendix contains a copy of the survey instrument. (Contains 53 references.) (LMI)

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LEADERSHIP FOR SCHOOL QUALITY– PERSONAL CHALLENGE, THE MISSING FACTOR

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At the 1986 AERA convention the principal author presented a paper entitled *Reaching Success through Involvement (RSI)–Implementation Strategy for Creating and Maintaining Effective Schools.* Since 1986, eight other papers presented at AERA conventions have described findings from schools regarding this unique implementation strategy that involves (1) a comprehensive assessment process and (2) the participation of informal and formal student leaders.

The purpose of this paper is to report findings based on the views of teachers whose schools implemented the RSI process of systemic reform and continuous improvement. A second purpose is to report findings of the validity of the Situational Effectiveness Inventory (Furtwengler, 1985).

The paper, in an attempt to define effective leadership, reviews teachers' views of their principals' leadership actions and their skills in creating and maintaining an effective organization. The paper also describes the kinds of leadership actions and skills teachers expect from their building principals during systemic reform. A leadership factor called personal challenge, not emphasized in previous literature and research, is described. The paper describes implications of the findings for administrators and teachers interested in implementing quality improvement programs. Suggestions for improving the validity of the Situational Effectiveness Inventory are also covered.

The RSI Process

Reaching Success through Involvement (RSI) helps schools improve the quality of their: (1) graduates or students they promote, (2) instructional/learning system, and (3) supply of resources. Implementation of this quality improvement process increases the number of shared roles and responsibilities among students, teachers, administrators, and parents (Furtwengler, 1990b). School members also agree to improve continually the students' learning, the system responsible for student learning outcomes, and the supply of resources (Furtwengler, 1990b).

The RSI process is based on research that shows that school members' perceptions of control can significantly affect variables that control individual and group performance. Persons who have a strong sense of ownership and control (i.e., belief that they can do something or make something happen) are motivated and actually learn better that those who perceive that they have little control (Leftcourt, 1976; Langer, 1989). A shared responsibility for what happens and what is learned must exist among school members and the community/public for quality improvement to occur (Walton, 1986).

Perspectives used to develop the RSI process that results in quality improvement include research and writings on the nature of organizational culture and organizational change (Deal, 1987; Sergiovanni, 1987; Morgan, 1986; Fullan, 1982, 1992; Schein, 1986; Purkey & Smith, 1983; Gleick, 1987; Prigogine & Stengers, 1984). The RSI conceptual model of systemic reform and continuous improvement, based on work by Deming (1986) and Walton 1986), includes assessing and monitoring the school's leadership and other major components.

The RSI model orders seven sets of processes based on works by the foregoing authorities. The following processes are ordered and adapted for implementation by each school: (1) self-studies and planning, (2) leadership mobilizations, (3) major events, (4) action teams, (5) reflect and play times, (6) daily instructional/learning activities, and (7) chaos/focus transition activities (Furtwengler, 1990c). Teachers', students', parents', and administrators' participation in these logically sequenced processes results in: (1) school community member commitment and implementation of a philosophy of continuous improvement, (2) continuous monitoring of the school's health and productivity, (3) the identification of internal and external customers and their expectations and needs, (4) the identification of the barriers to teaching-learning system improvement, (5) the use of interventions to modify barriers to quality improvement, (6) increases in the shared roles and responsibilities for school members, and (7) quality improvement in the school's output, process, and input.

A combination of quantitative and qualitative methods were used to conduct research about the schools and to assess the results of the implementations of the RSI process. Data collection using these methods occurred twice over a period of two years and at approximately the same time each school year. The quantitative methods included determining the raw and adjusted scores on a series of instruments and analyzing existing school record data. The qualitative methods included structured interviews with teachers and students and observations of student and faculty behaviors at schools. Trained facilitators recorded interviewee responses and observations of students and faculty members at each school. Data were assembled on each school and compared with the norms from other schools similar to the school under consideration. The processes of rating the constructs for each school are described in various other publications and research reports (Furtwengler, 1986, 1989, 1990a). One of the quantitative measures was the use of the *Situational Effectiveness Inventory* (SEI). The SEI purports to assess the effectiveness of administrative leadership within schools. Erfectiveness is the extent to which teachers' desires and expectations for a particular administrative position are viewed as being achieved by the administrator in that position.

Brief Description of the Instrument

The 78-item SEI includes two inventories both of which use a Likert-type continuum for measurement. The first inventory (SEI I) purports to measure teachers' desires and expectations for their principal's (and assistant principal's) behaviors, personal characteristics, and outcomes (the organizational characteristics the principal should create and maintain); see Appendix A. The second inventory (SEI II) purports to measure the teachers' perceptions of their principal's behaviors, personal characteristics, and outcomes (the organizational characteristics the principal is viewed as creating and maintaining); see Appendix B. Data from the inventories are shown as mean scores for clusters of items and for individual items.

Several studies were completed during development of the SEI. These

studies included the use of multivariant analyses (see e. g. Cumbie, 1977). During later development of the SEI, items representing established construct measures of effective school culture and school climate were added to the 1987 version of the SEI (Moles, 1990). These additional items were designed to assess the administrator's effectiveness in creating a "high performing" school culture and school climate (Falls, 1983; Furtwengler & Konnert, 1982; Kelley, 1980; Morton, 1981; Mason, 1984; Upton, 1986). The SEI appears to have a moderate degree of content validity and acceptable levels of reliability. The validity of the SEI is supportedalso by interview data with teachers (Furtwengler, 1990c).

Data Sources

In the empirical study, 30 schools were selected from a SEI data base of 265 schools. Data were collected between January 1, 1987, and December 31, 1990, during implementation of the RSI process in these schools. Teachers at each of 30 schools–located in New England, Southern, and Mid-Western states–responded to the SEI. The resultant stratified, random sample included a broad range of populations (small schools to large schools), geographic locations, cultural differences (urban and rural), and grade levels (elementary, middle, junior high, and senior high). The sample included 1,426 cases. Half of these cases measured teachers' "perceptions" of an administrator's personal characteristics, behaviors, and accomplishments. The other half assessed teachers' "expectations" of these components for a person in that particular administrator's position. The sets of data from individual schools were combined for analysis, but kept intact for school-to-school analysis.

Methods of Analysis

A combination of quantitative and qualitative methods of research were used to conduct the research regarding the teachers' expectations for and perceptions of their principals. The qualitative method included a comprehensive review of existing research to identify the major constructs of

effective leadership. Research and literature about the topic of leadership were reviewed in detail, themes identified, categories and labels created, and various findings listed in each category.

The quantitative research methods included multivariant analysis of the teachers' SEI data to discern the principal components among the 78 items. Four national experts, all involved in research related to leadership, reviewed the clusters of items included in this principal component analysis and suggested labels and construct definitions for each cluster. The construct clusters were compared with those identified through the review of existing research and literature.

An analysis of variance was used to determine the extent to which the respondents from different schools viewed their leaders differently. Mean scores of expectation items within each component cluster were reviewed to determine the extent to which teachers expected the construct to exist as a part of effective leadership. Systat 5.1 was used to conduct the data analysis.

Findings

Findings from the broad thematic analysis of the literature helped to define four leadership constructs and several administrative skills and traits associated with effective leadership. The themes included two traditional cosntructs, initiation of structure or task and, consideration or human relations (Barnard, 1948; Bennis, 1989; DePree, 1989; Halpin & Winer, 1957; Hitt, 1988; Homans, 1950; Jaap, 1989; Peters & Austin, 1985; Reddin, 1970; Ridge, 1989; Senge, 1990b; Sergiovanni, 1982; Shartle, 1956; Stogdill & Coons, 1957; Yukl, 1989). In addition, the review showed that two other factors were prominent: vision creation and communication of the vision and, development of a strong organizational culture (Barnard, 1948; Bennis, 1989; Clement, 1985; Fraccaro, 1990; Hitt, 1988; Iannaccone & Jangochian, 1985; Jaap, 1989; Rutherford, 1985; Sayles, 1989; Senge, 1990a). Recent findings also show that specific traits of the administrator may contribute to leadership effectiveness. These include: (1) a passion for learning (Bennis, 1986; Furtwengler, 1989; Hitt, 1988; Jaap, 1989; Rutherford, 1985; Senge, 1990b), (2)

effective communication skills (Bennis, 1986; Clement, 1985; Hitt, 1988), (3) situational awareness and an ability to detect emerging changes (Furtwengler, 1988; Jaap, 1989; Senge, 1990a), (4) flexibility (Reddin, 1970; Sayles, 1989), (5) "pragmatic idealism" (Hitt, 1988), and (6) the skills and knowledge necessary to view situations from multiple perspectives: political, structural, human resource, and symbolic (Bolman & Deal, 1984).

The definition of effective leadership derived from the review of existing studies includes administrators' skills and traits that provide structure (task) for the group and consideration and acceptance of group members (human relations). These two factors of leadership may be viewed as the management functions of leadership. Initiating or providing structure results in: (1) a clear sense of reality and the existing situation among personnel, (2) continuous updating of programmatic goals, specific objectives, and the roles of personnel to achieve those goals, (3) a belief among personnel that the administrator is doing work, including taking risks, to "get the job done," and (4) the effective and efficient use of the administrator's attention, time, and resources. Providing acceptance of group members results in the development of a sense of trust, integrity, respect, empowerment, fairness, sensitivity, and a shared warmth and caring among teachers.

The third factor of effective leadership is the administrators' actions that lead to the creation and communication of visions. Creating and communicating visions result in: (1) teachers' awareness of clear images of the organization's future success, and (2) a shared ownership and understanding among personnel of the primary purposes of the organization.

The fourth factor of effective leadership is the administrators' actions that develop a high quality culture. Cultural development is the administrator's actions that result in: (1) school community members' clear understanding and acceptance of a set of operational norms and values that lead to the organization's success, (2) personnel commitment, loyalty, and devotion to the organization and its mission, and (3) high levels of teamwork and shared leadership.

The last of five theme categories of effective leadership is the administra-

tors' actions that demonstrate to others the administrators' passion for learning, effective communication skills, situation awareness and the ability to detect emerging changes, flexibility, "pragmatic idealism," and ability to view situations from multiple perspectives.

How is leadership effectiveness defined by the findings from the quantitative analysis of data in this study?

Statistical Correlation of SEI II Item Responses

Varimax rotation analysis of the principal components resulted quantitative associations among the variables. Four perception factors with eigenvalues above 2.50 were identified through the analysis.

The first perception factor had an eigenvalue of 25.1 and accounted for 13.5% of the variance. Table 1 shows the perception variables with loadings above .400 derived from the Varimax rotation. The 14 items listed appear to be similar to the construct defined in the literature as initiating structure or task. The items in Factor I represent some behaviors usually associated with traditional management styles.

The second perception factor, with an eigenvalue of 5.4, accounted for 13.8% of the variance. Table 2 shows Factor II's loadings above .400 for 21 perception variables. These SEI items reflect the constructs of consideration or human relations found in the literature. The items in Factor II appear to describe constructs related to relationships, feelings, and personalities.

The third perception factor, with an eigenvalue of 3.6, accounted for 8.5% of the variance. Table 3 shows Factor III's loadings above .400 for perception variables on the SEI inventory. These 12 items in Factor III perceptions clearly represent aspects of the development of an effective culture. The highest loaded item (.822, item 75) concerns school personnel's strong commitment to the aims of the organization. This outcome item is closely related to vision creation and vision communication described by other researchers.

The fourth perception factor, with an eigenvalue of 3.0 accounted for 4.1% of the variance. Table 4 shows the Factor IV's loadings above .400 for six perception variables. These items describe administrative behaviors that

encourage teachers to: (1) assume responsibility for their actions and their learning, (2) act to resolve their own problems, (3) achieve their specific individual aims, (4) assist administrators in making important decisions, and (5) develop consideration for others.

The idea of the leader providing personal challenges for subordinates has appeared throughout the literature for many years. Factor IV items suggest the identification of the personal challenge construct that was missing until

Table 1

Factor I Results of Principal Component Analysis of SEI II Perception-Item Responses of 713 Teachers

SEI II Item	Loading	Item
34	.716	Follow through
24	.697	Identify, solve problems
03	.695	Persistence
55	.659	Decisiveness
13	.656	Well informed
35	.638	Perseverance
25	.606	Plans ahead
39	.561	Does own thinking
15	.518	Aroused by challenges
62	.480	Provides penalties for those who repeat misdeeds
07	.465	Daring
44	.454	Keeps others well informed
41	.411	Interested in self-development

Table 2

Factor II Results of Principal Component Analysis
of SEI II Perception-Item Responses for 713 Teachers

SEI II Item	Loading	Item
19	.771	Accepting of others
30	.756	Avoids putting others down
04	.711	Warm and caring
22	.699	Trusts others
14	.666	Patience
50	.642	Allows others freedom to act
26	.639	Listens to others
02	.636	Cheerful, optimistic
09	.631	Relaxed, not combative
12	.630	Sensitive to needs of others
11	.606	Calm, composed, not easily upset
21	.553	Open to suggestions
05	.541	Centered on others
33	.515	Involves self with others
57	.494	Does not attempt to blame others when problems arise
59	.494	Shares making of decision with others
31	.480	Often analyzes own behavior
36	.470	Recognizes the accomplishments of others
56	.455	Rewards others for their appropriate behaviors
45	.443	Sets reasonable goals
48	.408	Does not please others all the time

Table 3

Factor III Results of Principal Component Analysis of SEI II Perception-Item Responses for 713 teachers.

SEI II Item	Loading	Item—STEM: **The principal creates or maintains among personnel in the organization:**
75	.822	A strong commitment to the aims of the organization
70	.790	Perceptions that the administrator supports the learning and work activities of the organization
67	.777	A clear understanding of the aims of the organization
76	.771	Genuine attention to both detail and quality
73	.747	A strong commitment to the aims of the organization
78	.746	Resources for the support of day-to-day activities
72	.729	Consistency in the handling of day-to-day activities
74	.689	Pockets in the organization for innovation and experimentation
71	.667	A norm for people to go beyond "the call of duty"
68	.657	An emphasis on punctuality
69	.649	Opportunities for people to share important personal concerns
77	.564	Opportunities for the staff to have occasional socials

Table 4

Factor IV Results of Principal Component Analysis of SEI II Perception-Item Responses for 713 teachers.

SEI II Item Numbers	Loadings	Item
53	.627	Develops others who put the welfare of others ahead of their own needs
60	.588	Develops others who satisfy their needs without burdening others
61	.496	Encourages individualism
54	.496	Encourages others to trust their own judgment
65	.494	Encourages others to assume responsibility for solving problems
66	.425	Involves others in considering alternatives when making important decisions

now from most leadership research studies. The construct reflects a belief that effective leaders encourage acceptance of personal challenges that lead to individual growth or work achievement. The effective leader helps others develop a sense of internal control over, and a responsibility for, their own growth and work improvement through personal challenges. Effective leaders, according to the personal challenge construct, provide opportunities for others to identify and achieve personal challenges.

Statistical Correlation of SEI I Item Responses

Analysis of the principal components of the teacher responses to the SEI

I resulted in quantitative associations among the variables. Four expectation factors with eigenvalues above 2.5 were identified through the analysis by Varimax rotation.

The first expectation factor had an eigenvalue of 15.7 and accounted for 7.9% of the variance. Table 5 shows the loadings above .400 for expectation variables in Factor I. These 13 items describe a leadership construct similar to the perception factor construct called personal challenge (see Table 4). In particular, this first expectation construct describes the administrator's behaviors and influence that encourages teachers to: (1) assume responsibility for their actions and their learning, (2) act to resolve their own problems, (3) achieve their specific individual aims, (4) assist administrators in making important decisions, (5) avoid repeating misdeeds, and (6) develop consideration for others. Thus this expectation factor appears to describe a part of the personal challenge construct discovered in the factor analysis of the perception data. The personal challenge construct also describes the administrator's expected role in creating a learning environment in which people are encouraged and may be required to be personally responsible for the successful achievement of their personal and professional challenges. The expectation factor of personal challenge includes provision for the principal to provide challenges to personnel who cannot or will not define challenges for themselves (to learn continually and improve the schools or themselves). If personnel fail to define challenges for themselves their actions may be considered misdeeds and worthy of penalties.

The second expectation factor, with an eigenvalue of 6.7, accounted for 11.1% of the variance. Table 6 shows Factor II's perception variables with loadings above .400. These second expectation factor included the same response items as the third perception factor, cultural development. The 12 items encompassed by factor II clearly reflect expectations for the development of an effective culture construct.

The third expectation factor, with an eigenvalue of 3.0, accounted for 5.7% of the variance. Table 7 shows Factor III's eight expectation variables with loadings above .400. These items appear to be similar to the perception con-

Table 5

Factor I Results of Principal Component Analysis of
SEI I Expectation-Item Responses of 713 Teachers

SEI II Item	Loading	Item
53	.654	Develops others who put the welfare of others ahead of their own needs
54	.645	Encourages others to trust their own judgment
55	.631	Be decisive, consistent, and firm in response to misdeeds
60	.587	Develops others who satisfy their needs without burdening others
58	.540	Encourages feedback on own performance
52	.535	Welcomes change, focus on the future
65	.519	Encourages others to assume responsibility for solving problems
46	.509	Expands growth opportunities of others
63	.506	Recognizes the accomplishments of others
62	.469	Provides penalties for those who repeat misdeeds
61	.442	Encourages individualism
35	.433	Persevere
66	.428	Involve others in considering alternatives when making important decisions.

Table VI

Factor Two Results of Principal Component Analysis of SEI I Expectation Item Responses for 713 teachers.

SEI I Item Numbers	Loading	Item—**The principal should create or maintain among personnel in the organization:**
75	912	A strong commitment to the aims of the organization
73	.906	Feelings that everyone is a part of the organization
70	.889	Perceptions that the administrator supports the learning and work activities of the organization
72	.886	Consistency in the handling of day-to-day activities
76	.882	Genuine attention to both detail and quality
67	.874	A clear understanding of the aims of the organization
78	.827	Resources for the support of day-to-day activities
74	.797	Pockets in the organization for innovation and experimentation
68	.776	An emphasis on punctuality
69	.773	Opportunities for people to share important personal concerns
71	.620	A norm for people to go beyond "the call of duty"
77	.617	Opportunities for the staff to have occasional socials.

Table 7

Factor III Results of Principal Component Analysis of
SEI I Expectation-Item Responses of 713 Teachers

SEI I Item	Loading	Item
20	.783	Sure of personal aims
13	.650	Well informed
15	.570	Aroused by challenges
24	.555	Identify, solve problems
02	.554	Cheerful, optimistic
21	.542	Open to suggestions
03	.512	Persistent
25	.417	Plans ahead

Table 8

Factor IV Results of Principal Component Analysis
of SEI I Expectation-Item Responses for 713 Teachers

SEI I Item	Loading	Item
14	.758	Patience
19	.531	Accepting of others
09	.497	Relaxed, not combative
30	.756	Avoids putting others down
22	.484	Trusts others
50	.438	Allows others freedom to act

struct defined as initiating structure or task. Two items appear in this expectation construct that are missing from the perception construct. They are "cheerful, optimistic" and "open to suggestions."

The fourth expectation factor, with an eigenvalue of 2.5, accounted for only 2.7% of the variance. Table 8 shows Factor loadings above .400 for six expectation variables of Factor IV. These SEI I expectation items are the same as the items in the first perception construct, consideration or human relations. The items in Factor IV also appear to describe constructs related to relationships, feelings, and personalities.

What do teachers expect from their principals when they are involved in systemic reform? The average expectation scores for items in each of the four constructs were as follows: structure, 4.27; consideration, 4.11; cultural development, 4.22; and personal challenge, 4.18. Average perception scores for items in each of the four constructs were: structure, 3.56; consideration, 3.5; cultural development, 3.59; and personal challenge, 3.50. Differences between the mean expectation and perception data for each of the four constructs appear to be greatest for structure and cultural development. Administrators may need to pay close attention to the development and maintanence of structure and an effective culture as system reform progresses.

To what extent are the SEI's four constructs of the principals' effective leadership perceived differently by personnel in their specific schools? Perception data from 713 respondents in 30 schools were clustered according to the four factors identified from the factor analysis. The principal was viewed as the unit of analysis and membership in the organization was regarded as the main effect. The results of ANOVA, presented in Table IX, show that each of the four factors measured by the SEI can discriminate significantly ($p < .01$) between groups of data. The ANOVA analysis shows that the SEI is extremely effective in measuring the leader's skills, personal characteristics, and outcomes as viewed by school personnel.

Results

Three factors of effective leadership were identified from the review of research and literature and from the factor analysis of SEI data. The factors were: (1) developing and maintaining structure, (2) providing consideration,

Table IX

ANOVA Results for Membership Differences in Respondents' Perceptions of Leaders

SEI II Scale	Between Groups	Within Group	DF	F
Cultural Development	64.336	422.218	29,685	3.599*
Personal Challenge	36.525	191.234	29,685	4.512*
Consideration	10.892	48.232	29,685	5.334*
Structure	130.784	307.359	29,685	10.051*

*$p < .01$

and (3) developing an effective organizational culture. Developing and maintaining structure was defined as the leader's ability to recognize and define reality, set reasonable goals, take action, focus the attention of the organization, and identify and solve problems. The second factor, providing consideration was defined as the leader's ability to create and maintain an environment that manifests warmth and caring, a feeling of trust and integrity, a sense of fairness, empowerment, and the leader's ability and willingness to listen. Cultural development, the third factor, was defined as the leader's ability to create and maintain among personnel the aims, goals, and mission of the organization, clear group norms, teamwork, social acceptance within the organization, and a commitment to the organization.

The fourth factor, derived from the data in this study, represented a new construct that was labeled personal challenge. Personal challenges are aims individuals establish and/or accept whose achievement requires use of their above average efforts and skills. This factor was defined as the leader's ability to empower others by creating opportunities for professional or personal growth in the form of personal challenges. The existence of this factor is supported by research regarding intrinsic motivation, ownership, and locus

of control theory (Csikszentmihalyi & Csikszentmihalyi, 1988; Langer, 1989; Leftcourt, 1976). The achievement of these challenges also leads to personal and team recognition for contributing to the accomplishment of the organization's mission or vision. The personal challenge construct also promotes a spirit of accountability, responsibility, selflessness, and altruism among subordinates.

Creating and maintaining vision and the administrative traits and skills suggested by previous research and writers did not receive confirming support as independent factors in this study. Experts who reviewed the data suggested adding items to the SEI to more clearly assess the vision construct. In their opinion, the vision construct did not appear as a separate factor because only one or two questions in the SEI reflected the vision construct defined in the literature. The two SEI questions relating to vision appeared in the cultural development factor.

The SEI does assess many administrative traits and skills as separate items and several that appear among the four factors and in recent literature. For instance, the SEI assesses, effective communication skills, situational awareness, and flexibility.

The SEI demonstrated the ability to differentiate between data sets from different schools. The one-way analysis of variance showed that each of the four factors measured by the SEI discriminated significantly ($p < .01$) between groups of data. The findings show that the SEI is effective in assessing differences between data sets for administrator-to-administrator comparisons. The SEI's ability to differentiate statistically among sets of data is particularly significant because it augurs for the validity of the instrument.

Conclusions

This paper reports findings about principals' leadership based on the views of teachers whose schools implemented the RSI process of systemic reform and continuous improvement. Results of this study suggest that effective leadership as defined by teachers exists as four constructs during systemic reform. The definition of effective leadership includes providing

structure, consideration, developing an effective culture, and providing opportunities for personnel to engage in defining and achieving personal challenges.

Providing structure results in: (1) a clear sense of reality and the existing situation among personnel, (2) continuous updating of programmatic goals, specific objectives, and the roles of personnel to achieve those goals, (3) a belief among personnel that the administrator is doing work, including taking risks, to "get the job, and (4) the effective and efficient use of the administrator's attention, time, and resources. Providing consideration leads to the development of a sense of trust, integrity, respect, empowerment, fairness, sensitivity, and a shared warmth and caring among teachers.

Developing an effective culture results in: (1) school community members' clear understanding and acceptance of a set of values and operating norms that lead to the organization's success, (2) personnel commitment, loyalty, and devotion to the organization and its mission, and (3) high levels of teamwork and shared leadership. Developing personal challenges results in: (1) feelings of empowerment among personnel, (2) individual professional and personal growth, (3) recognition for above average work, and (4) a focus on the future and risk-taking behaviors.

The mean expectation item scores for each of the four effective leadership constructs was above 4.00 on a five-point scale. These high ratings reflect teachers expectations of their administrators during systemic reform. Teachers expect their leaders to reflect and/or create and maintain the elements of each of these four constructs during implementation of systemic reform. In addition, the structure and cultural development constructs may be particularly important. High mean scores for expectations on the constructs of structure, 4.27, and cultural development, 4.22, and the probable differences between the mean scores of expectations and perceptions for the structure and cultural development constructs appear to support this proposition.

A comparison was made between the effective leadership constructs of the SEI with constructs found in the effective leadership literature. Experts were asked to identify and define the four clusters of factored items from the

SEI data. Their review defined at least three of the constructs that are defined in the literature. Experts viewed vision as described in the literature as being related to two SEI items in the cultural development factor. But the experts recommended adding items to the SEI that clearly reflect the vision construct defined in the literature. The experts defined a fourth construct, personal challenge, that is not clearly defined in the literature.

The study did not determine the extent to which the SEI assesses the administrative skills and characteristics found in the recent literature about effective leadership. The SEI, as presently constructed, has a moderate ot high degree of content validity.

Implications for Educators Involved in Systemic Reform

The leadership behaviors and skills that teachers believe are necessary to support systemic reform is an important component in the process of change in schools. The items in the four SEI constructs can help administrators understand those behaviors that support systemic reform implementation. The data from this study suggests that administrators should create opportunities for teachers, students, and parents to define and accept personal challenges that help achieve the school's vision. The personal challenge leadership construct suggests that administrators may need to play a more active role in helping school community members find meaning and satisfaction in their work. Personal goal-setting meetings that help teachers align the curriculum or discover each other's student outcome expectations may lead to the development and acceptance of personal challenges. It may be, indeed, that the vision of the school must be personalized through individual or team challenges before successful systemic reform can occur.

The personal challenge construct includes items that suggest the use of penalties for repeated use of inappropriate behaviors. If personnel cannot or will not define challenges for themselves (to improve continually the schools or themselves), then it may be necessary for the principal to provide the challenges for those personnel.

When administrators need to determine how they are perceived or what

teachers' expect from them, they should consider using an inventory such as the SEI. The data from the such inventories can be validated further by personal interviews with teachers who "tell it like it is." If the SEI is revised, its usefulness to administrators will improve. Periodic checkups from the use of such inventories may benefit the administrators involved in continuous change.

Validity of the SEI can be improved through revisions to reflect the recommendations offered by recent research (Hurst, 1991). Additional research is needed to further define the personal challenge factor and to find additional administrator behaviors that specifically result in the acceptance of personal challenges by school personnel. Research is needed to determine additional administrative actions that lead to the existence of the four leadership constructs in schools.

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Appendix A
Situational Effectiveness Inventory I–Expectations

Leadership Situational Effectiveness Inventory–Expectations

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This inventory asks you to identify **your expectations for the specific position** that the participant occupies. Respond to each item according to the statement that best represents your expectations. Record the corresponding letter code on the accompanying response card. Use a # 2 black lead pencil.

A = Very much like the descriptor on the left
B = More like the descriptor on the left than the one on the right
C = A balance between the descriptors on the left and right
D = More like the descriptor on the right than the one on the left
E = Very much like the descriptor on the right

Example:

I expect a person in this position to:
Make decisions alone A B C (D) E Share decisions with others
The circled response or darkened letter on the response card indicates that you **expect** most decisions made by someone in this position to be shared with others.

I expect a person in this position to be:

1. Unsure of self, insecure	A B C D E	Secure, self-confident
2. Cheerful, optimistic	A B C D E	Pessimistic, cynical
3. Persistent	A B C D E	Not persistent
4. Impersonal, distant	A B C D E	Warm, caring
5. Centered on others	A B C D E	Centered on self
6. Conforming	A B C D E	Nonconforming
7. Not daring	A B C D E	Daring
8. Not concerned about own status	A B C D E	Concerned about own status
9. Aggressive, combative	A B C D E	Relaxed, not combative
10. Committed to "causes"	A B C D E	Not committed to "causes"
11. Nervous, tense, easily upset	A B C D E	Calm, composed, not easily upset
12. Unaware of the needs of others	A B C D E	Sensitive to the needs of others
13. Well informed	A B C D E	Unaware of important information
14. Patient, lenient	A B C D E	Demanding, driving
15. Aroused by challenge	A B C D E	Unaroused by challenge
16. Not easily led	A B C D E	Easily led
17. Impulsive, carefree	A B C D E	Cautious, careful
18. Concerned with appearing totally competent	A B C D E	Unconcerned with appearing totally competent
19. Accepting of other	A B C D E	Critical of others
20. Sure of one's personal aims	A B C D E	Unsure of one's personal aims
21. Open to suggestions	A B C D E	Closed to suggestions
22. Suspicious of others	A B C D E	Trusting of others

I expect a person in this position to:

23. Hesitate to act	A B C D E	Act decisively
24. Identify, solve problems	A B C D E	Avoid, ignore problems
25. Not plan ahead	A B C D E	Plan ahead

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26. Ignore others	A B C D E	Listen to others
27. Work to prove oneself better than others	A B C D E	Not work to prove oneself better than others
28. Seek approval from others	A B C D E	Not seek approval from others
29. Not seek out exciting things to do	A B C D E	Seek out exciting things to do
30. Avoid putting people down	A B C D E	Put people down
31. Often analyze own behavior	A B C D E	Seldom analyze own behavior
32. Avoid responsibility for decisions	A B C D E	Accept responsibility for decisions
33. Isolate self from others	A B C D E	Involve self with others
34. Put things off	A B C D E	Follow through
35. Not persevere	A B C D E	Persevere
36. Recognize the accomplishments of others	A B C D E	Ignore the accomplishments of others
37. Not try to prove oneself best at everything	A B C D E	Try to prove oneself best at everything
38. Not respond to social pressures	A B C D E	Respond to social pressures
39. Let others influence thinking	A B C D E	Do his/her own thinking
40. Not be on stage all the time	A B C D E	Be on stage all the time
41. Be interested in self-development	A B C D E	Have little interest in self development
42. Refer to rules for making decisions	A B C D E	Rely on personal judgment in making decisions
43. Always be a participant	A B C D E	Always be a spectator
44. Keep others in the dark	A B C D E	Keeps others well informed
45. Set reasonable goals	A B C D E	Set unreasonable goals
46. Limit growth opportunities for others	A B C D E	Expand growth opportunities for others
47. Prefer not to do tasks alone	A B C D E	Prefer to do tasks alone
48. Not please others all the time	A B C D E	Please others all the time
49. Not seek new risks	A B C D E	Seek new risks
50. Dominate the behavior of others	A B C D E	Allow others freedom to act
51. Search for meaning in their work	A B C D E	Have found meaning in their work
52. Resist change, focus on the past	A B C D E	Welcome change, focus on future
53. Develop others who put the welfare of others ahead of their own needs	A B C D E	Develop others who put their own needs ahead of the welfare of others
54. Discourage others from using their own judgment	A B C D E	Encourage others to trust own judgment
55. Be decisive, consistent, and firm in response to misdeeds	A B C D E	Be indecisive, inconsistent, and not firm in response to misdeeds
56. Not reward others for their appropriate behavior	A B C D E	Reward others for their appropriate behavior
57. Attempt to blame others when problems arise	A B C D E	Not attempt to blame others when problems arise
58. Discourage feedback on own performance	A B C D E	Encourage feedback on own performance
59. Make decisions without others	A B C D E	Share making of decisions with others
60. Develop those who satisfy their needs without burdening others	A B C D E	Develop others who satisfy their needs by burdening others
61. Encourage individualism	A B C D E	Discourage individualism
62. Provide penalties for those who repeat misdeeds	A B C D E	Withhold penalities from those who repeat misdeeds
63. Not recognize the accomplishments of others	A B C D E	Recognize the accomplishments of others
64. View problems as being caused by those outside rather than inside the organization	A B C D E	View problems as being caused by those inside rather than outside the organization
65. Discourage others from assuming responsibility for solving problems	A B C D E	Encourage others to assume responsibility for solving problems
66. Involve others in considering alternatives when making important decisions	A B C D E	Consider alternatives without others when making important decisions

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Outcomes that a person (in this specific position) could create and maintain in the organization are listed in this inventory section. Indicate the **extent to which you expect each outcome** to be created and/or maintained by someone in this position by marking your response card with one of these letter codes:

A–Never B–Seldom C–Sometimes D–Usually E–Always

Example:

I expect a person in this position to create and maintain in the organization:
A strong commitment to quality A B C D (E)

The circled response indicates that **you expect** the person to **always** create and maintain a strong commitment to quality in the organization.

A person in this position should create and/or maintain among personnel in the organization:

67. A clear understanding of the aims of the organization.	A B C D E
68. An emphasis on punctuality.	A B C D E
69. Opportunities for people to share important personal concerns.	A B C D E
70. Perceptions that the administrator supports the learning and work activities of the organization.	A B C D E
71. A norm for people to go beyond the "call of duty."	A B C D E
72. Consistency in the handling of day-to-day events.	A B C D E
73. Feelings that everyone is a part of the organization.	A B C D E
74. Pockets in the organization for innovation and experimentation.	A B C D E
75. A strong commitment to the aims of the organization.	A B C D E
76. Genuine attention to both detail and quality.	A B C D E
77. Opportunities for the staff to have occasional socials.	A B C D E
78. Resources for the support of day-to-day staff activities.	A B C D E

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Appendix B
Situational Effectiveness Inventory II–Perceptions

Leadership Situational Effectiveness Inventory–Perceptions

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This inventory asks you to identify **your perceptions of the participant** who occupies the specific position. Respond to each item according to the statement that best represents your views of that person. Record the corresponding letter code on the accompanying response card. Use a # 2 black lead pencil.

A = Very much like the descriptor on the left
B = More like the descriptor on the left than the one on the right
C = A balance between the descriptors on the left and right
D = More like the descriptor on the right than the one on the left
E = Very much like the descriptor on the right

Example:

I believe that the participant does:

Make decisions alone A B C (D) E Share decisions with others

The circled response or darkened letter on the response card indicates that you **believe that** most decisions made by the participant are shared with others.

I believe that the participant is:

1. Unsure of self, insecure	A B C D E	Secure, self-confident
2. Cheerful, optimistic	A B C D E	Pessimistic, cynical
3. Persistent	A B C D E	Not persistent
4. Impersonal, distant	A B C D E	Warm, caring
5. Centered on others	A B C D E	Centered on self
6. Conforming	A B C D E	Nonconforming
7. Not daring	A B C D E	Daring
8. Not concerned about own status	A B C D E	Concerned about own status
9. Aggressive, combative	A B C D E	Relaxed, not combative
10. Committed to "causes"	A B C D E	Not committed to "causes"
11. Nervous, tense, easily upset	A B C D E	Calm, composed, not easily upset
12. Unaware of the needs of others	A B C D E	Sensitive to the needs of others
13. Well informed	A B C D E	Unaware of important information
14. Patient, lenient	A B C D E	Demanding, driving
15. Aroused by challenge	A B C D E	Unaroused by challenge
16. Not easily led	A B C D E	Easily led
17. Impulsive, carefree	A B C D E	Cautious, careful
18. Concerned with appearing totally competent	A B C D E	Unconcerned with appearing totally competent
19. Accepting of other	A B C D E	Critical of others
20. Sure of one's personal aims	A B C D E	Unsure of one's personal aims
21. Open to suggestions	A B C D E	Closed to suggestions
22. Suspicious of others	A B C D E	Trusting of others

I believe that the participant does:

23. Hesitate to act	A B C D E	Act decisively
24. Identify, solve problems	A B C D E	Avoid, ignore problems
25. Not plan ahead	A B C D E	Plan ahead

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26. Ignore others	A B C D E	Listen to others
27. Work to prove oneself better than others	A B C D E	Not work to prove oneself better than others
28. Seek approval from others	A B C D E	Not seek approval from others
29. Not seek out exciting things to do	A B C D E	Seek out exciting things to do
30. Avoid putting people down	A B C D E	Put people down
31. Often analyze own behavior	A B C D E	Seldom analyze own behavior
32. Avoid responsibility for decisions	A B C D E	Accept responsibility for decisions
33. Isolate self from others	A B C D E	Involve self with others
34. Put things off	A B C D E	Follow through
35. Not persevere	A B C D E	Persevere
36. Recognize the accomplishments of others	A B C D E	Ignore the accomplishments of others
37. Not try to prove oneself best at everything	A B C D E	Try to prove oneself best at everything
38. Not respond to social pressures	A B C D E	Respond to social pressures
39. Let others influence thinking	A B C D E	Do his/her own thinking
40. Not be on stage all the time	A B C D E	Be on stage all the time
41. Be interested in self-development	A B C D E	Have little interest in self-development
42. Refer to rules for making decisions	A B C D E	Rely on personal judgment in making decisions
43. Always be a participant	A B C D E	Always be a spectator
44. Keep others in the dark	A B C D E	Keeps others well informed
45. Set reasonable goals	A B C D E	Set unreasonable goals
46. Limit growth opportunities for others	A B C D E	Expand growth opportunities for others
47. Prefer not to do tasks alone	A B C D E	Prefer to do tasks alone
48. Not please others all the time	A B C D E	Please others all the time
49. Not seek new risks	A B C D E	Seek new risks
50. Dominate the behavior of others	A B C D E	Allow others freedom to act
51. Search for meaning in their work	A B C D E	Have found meaning in their work
52. Resist change, focus on the past	A B C D E	Welcome change, focus on future
53. Develop others who put the welfare of others ahead of their own needs	A B C D E	Develop others who put their own needs ahead of the welfare of others
54. Discourage others from using their own judgment	A B C D E	Encourage others to trust own judgment
55. Be decisive, consistent, and firm in response to misdeeds	A B C D E	Be indecisive, inconsistent, and not firm in response to misdeeds
56. Not reward others for their appropriate behavior	A B C D E	Reward others for their appropriate behavior
57. Attempt to blame others when problems arise	A B C D E	Not attempt to blame others when problems arise
58. Discourage feedback on own performance	A B C D E	Encourage feedback on own performance
59. Make decisions without others	A B C D E	Share making of decisions with others
60. Develop those who satisfy their needs without burdening others	A B C D E	Develop others who satisfy their needs by burdening others
61. Encourage individualism	A B C D E	Discourage individualism
62. Provide penalties for those who repeat misdeeds	A B C D E	Withhold penalities from those who repeat misdeeds
63. Not recognize the accomplishments of others	A B C D E	Recognize the accomplishments of others
64. View problems as being caused by those outside rather than inside the organization	A B C D E	View problems as being caused by those inside rather than outside the organization
65. Discourage others from assuming responsibility for solving problems	A B C D E	Encourage others to assume responsibility for solving problems
66. Involve others in considering alternatives when making important decisions	A B C D E	Consider alternatives without others when making important decisions

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Outcomes that the person (in the designated position) could create and maintain in the organization are listed in this inventory section. Indicate the **extent to which you believe each outcome** is created and/or maintained by the person by marking your response card with one of these letter codes:

A–Never B–Seldom C–Sometimes D–Usually E–Always

Example:

I believe that the participant creates and maintains:

A strong commitment to quality A B C D (E)

The circled response indicates that **you believe** that the participant **always** creates and maintains a strong commitment to quality in the organization.

The person creates and/or maintains among personnel in the organization:

67. A clear understanding of the aims of the organization.	A B C D E
68. An emphasis on punctuality.	A B C D E
69. Opportunities for people to share important personal concerns.	A B C D E
70. Perceptions that the administrator supports the learning and work activities of the organization.	A B C D E
71. A norm for people to go beyond the "call of duty."	A B C D E
72. Consistency in the handling of day-to-day events.	A B C D E
73. Feelings that everyone is a part of the organization.	A B C D E
74. Pockets in the organization for innovation and experimentation.	A B C D E
75. A strong commitment to the aims of the organization.	A B C D E
76. Genuine attention to both detail and quality.	A B C D E
77. Opportunities for the staff to have occasional socials.	A B C D E
78. Resources for the support of day-to-day staff activities.	A B C D E

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